

Instruction

Is enough time spent on writing? Are students writing a lot? Generally, do students have time to learn all the writing standards?

W.1

Instruction

Do our classrooms reflect student-centered, hands-on, minds-on teaching and learning? What are our evidences of this?

W.2

Curriculum

What is the district policy for writing? What is our school policy? What does our state require for graduation? Do we meet or exceed the requirements of the state?

W.3

Instruction

Do we have the supplies and materials needed to teach the writing curriculum? Are these materials organized so we can readily check them out and use them?

W.4

Instruction

Do we have a budget for consumable supplies?

W.5

Instruction

Has the textbook been reviewed to determine which parts of it support the teaching – and the learning – of the district and state standards? Have we determined the alignment of the textbook to the district and state curriculum?

W.6

Instruction

Do we know what to do with the writing supplies and materials that are available to us?

W.7

Instruction

Have we talked about how we might structure our schedules and teaching to support the writing standards?

W.8

Instruction

What support is provided to students who are struggling in writing? Is that support effective?

W.9

Instruction

What programs are in place for parents, guardians, or caregivers to help them understand the writing curriculum?

W.10

Instruction

Are there areas in the writing curriculum where additional teacher training is needed?

W.11

Instruction

What programs are in place to have community members and volunteers help promote writing?

W.12

Curriculum

Do we have and use curriculum posters or maps that serve as useful guides for implementing the writing curriculum?

W.13

Instruction

What effective teaching strategies do we regularly use to help students become good writers? Are these strategies aligned to our writing standards?

W.14

Instruction

Are we pacing and sequencing the writing curriculum so it makes sense for students?

W.15

Instruction

Does class size support effective writing instruction – especially for younger students?

W.16

Instruction

What training (graduate or otherwise) do our teachers report they have had in the area of writing? What training do our teachers report they need? Do we have a plan for ensuring that teachers get the training they need?

W.17

Curriculum

Is our writing curriculum articulated and balanced?

W.18

Assessment

Do we have a school writing rubric? Is it aligned to the district and state tests?

W.19

Curriculum

How have we paced our writing program? Do we have some sort of plan for teaching writing – such as a curriculum map? Have we thought about how we may want to integrate writing throughout the subject areas?

W.20

Instruction

Are there writing programs that might work with our students? Which should we try?

W.21

Assessment

What student evidences do we have that the state and district objectives/standards are being learned? If we don't have evidences in place, are we working on them?

W.22

Instruction

In what ways do we support writing in the content areas?

W.23

Instruction

Do we have the materials needed to teach concepts measured by the state tests (especially for those areas in where we may not have done well?)

W.24

Assessment

Are teachers familiar with the format of our state and district writing tests? Are students?

W.25

Assessment

How are we assessing the writing standards in our classrooms? Is there a need for training in ways to assess the standards in the classroom?

W.26

Instruction

Do we know what teaching strategies to use to help students learn our writing standards?

W.27

Curriculum

Are the standards and objectives we're teaching crystal clear to teachers and students?

W.28

Assessment

Are we doing everything possible to make the state, district, and classroom testing experiences positive for our students?

W.29

Assessment

Do we know which specific students are not learning the writing standards?
What assistance do we provide to these individual students?

W.30

Instruction

What assistance do we have available for our struggling writers?

W.31

Instruction

What extension and enhancement support do we provide for students who are already writing well?

W.32

Assessment

Do we know how well every single student in our school writes? If not, how can we find this out?

W.33

Assessment

Do we use classroom assessments that are aligned to our writing standards?

W.34

Assessment

Are we regularly using classroom data to improve student learning?

W.35

Assessment

Are we using our state data to improve student learning?

W.36

Assessment

Is our report card aligned with our writing standards?

W.37

Curriculum

Do we have high standards in writing for all the students we serve? Are these high standards clearly outlined in our curriculum guide?

W.38

Curriculum

How do we monitor the writing curriculum at our school?

W.39

Curriculum

Is the curriculum guide we're using of high quality? Does it include pacing and guideline suggestions? Are assessments suggested? Are there connections to instructional materials and resources?

W.40

Instruction

What professional development offerings have we provided to help teachers teach writing better? What type of training have we provided?

W.38

Instruction

What resources do we have available for writing? Are there other resources we need?

W.39

Instruction

Do our teachers like to teach writing?

W.40

Instruction

Do we support writing with technology? If so, how? Do our students regularly use computers to produce a variety of writing?

W.41

















